**Phonics outline**

* *"To learn to read is to light a fire; every syllable that is spelled out is a spark."* — **Victor Hugo, Les Miserables**
* *"Once you learn to read, you will be forever free."*  **Frederick Douglass; Actor, Author, Activist**

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| Phonics at Wargrave House School aims to support our learners to: * Read easily and fluently using a structured and rigorous programme (Read, Write Inc).
* Identify the 44 sounds of the English language corresponding graphemes which represent them.
* Apply the skills of segmenting/blending phonemes to read and spell
* Read high frequency words that do not conform to regular phonic patterns
* Decode texts and spell effortlessly.
 | Big Idea* **Sequential, daily lessons** which provides a **breadth and depth** of learning and challenge for students to allow them to build on prior knowledge and increase fluency.
* A systematic phonics programme using Read, Write Inc. Phonics and RWI Fresh Start which **meets statutory requirements** and facilitates multiple learning pathways which prepares students for application during the wider curriculum and higher level qualifications.
* A program of study that is based on the development of**; identification of letter sounds; decoding and spelling, literal and non-literal understanding, fiction and non-fiction texts and writing & an enjoyment of reading.**
 | C:\Users\Iandickson\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\4C2E7843.tmpContent and Sequencing* Read, Write, Inc. Phonics is an **inclusive literacy programme** for all children learning to read.
* Read Write Inc. Fresh Start uses age appropriate materials for older learners (beyond KS1) with a similar rigorous and structured approach as RWI Phonics.
* RWI Phonics and RWI Fresh Start are chosen on an individual basis according to suitability for the child, ability level and interests.
* Students are grouped by stages not ages and therefore set **appropriately challenging targets** every lesson**.**
* Learners are assessed half-termly on a 1:1 basis.
* Content involves the teaching of simple speed sounds and progressing through to the most complex sounds, teaching red and green words and opportunities to practice knowledge in reading and writing.
* Good understanding of a test is encouraged via multiple exposures throughout a week to a text to build up comprehension and expression.
* Vocabulary and grammar is taught based on texts and therefore in context.
* Learning from previous units is built on through connections made through strands such as **speech sounds, segmenting and blending, reading and writing**. In addition to this, Learners that are also develop depth.
* Both RWI Phonics and RWI Fresh Start at Wargrave House School incorporate opportunities to access fiction and non-fiction texts.
* There are opportunities for staff led reading and child led reading within phonics sessions.
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| C:\Users\Iandickson\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\51A6DE49.tmp Subject Links* Learners access RWI Phonics/Fresh Start as part of their reading curriculum, which links into the wider curriculum.
* In wider English sessions, children who are still accessing RWI/Fresh Start are expected to apply skills at their own current level.
* Once children can recall and apply all speed sounds they are no longer required to access RWI/FreshStart Phonics and will therefore access NC Guided Reading objectives instead. *See English Intent.*
 | C:\Users\Iandickson\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\E1C603F.tmpProgress* Curriculum can be **personalised** to the individual and allow them to pick up from where they left off. This also allows **misconceptions to be addressed and deep learning** to take place as students, particularly those with autism, may have experienced a loss of education during transitional periods.
* All learners receive daily targeted support on a 1:1 basis outside of their usual RWI lessons.
* Formative RWI assessments take place half termly. The test identifies their progress so far as well as their targets and ensures children are accessing the correct group for their skills. However, these groups are fluid and can change at any point as necessary.
 | Image result for our settingOur Setting* **Systematic approach** allows teacher to meet the needs of all students in a structured manner with clear progression and consistency across the school.
* **Established practice**, proven to work in research, lived and breathed everyday by all staff i.e. use of routines, visuals, pecs, TEACCH
* **Support available** from wider therapy team who will support decisions made for those children whom the standard RWI/Fresh Start scheme is not showing adequate progress for.
 | C:\Users\Iandickson\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\144D29FB.tmpSupport* **North West Teaching and Learning Partnership** to develop wider professional networks. Development of links with local mainstream schools ongoing.
* **Ongoing CPD** to develop RWI phonics specific skills such as:
* Ruth Miskin Online Training
* The English Hub
* RWI weekly practise sessions
* **Read, write Inc.** training & resources provide support for auditing school materials and ongoing support.
* **Ruth Miskin Development Days**
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